

## Work sample: Prediction, listen and sequence – *Arthur*

### Relevant part of the achievement standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting speech to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

### Summary of task

Students were asked to do two connected tasks.

1. Before the teacher read the picture book *Arthur* by Amanda Graham, students were asked to predict what the story was about. They recorded their ideas on a worksheet and designed a new cover for the book to reflect their prediction.
2. After listening to the text, students were asked to sequence Arthur's activities. They were provided with a word bank and a number of questions as a scaffold.

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

## Work sample: Prediction, listen and sequence – *Arthur*

*Arthur*

Written by Amanda Graham and illustrated by Donna Cynell.

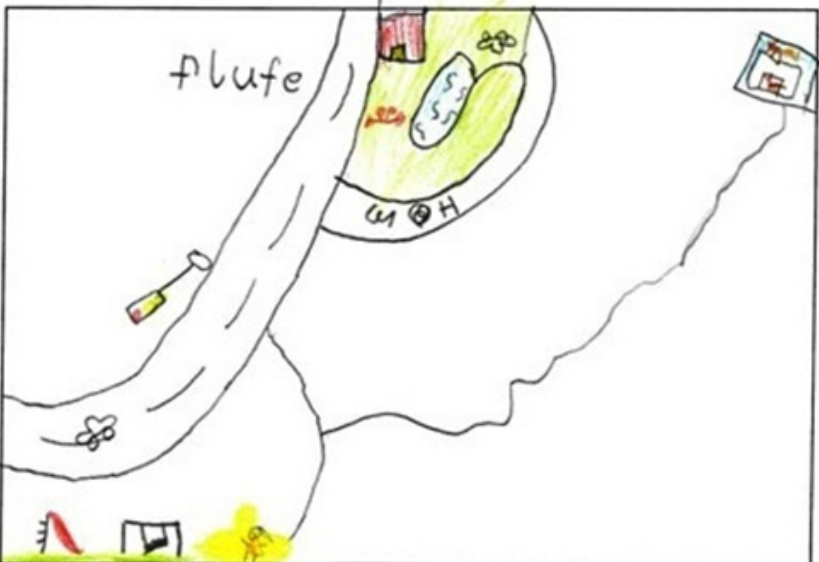
*Before Reading*

*Activity 1 - Prediction*

Look at the front and back cover and illustrations and make a prediction about what the story is about.

*I think the story is about the dog lost his owner.*

Create a new front cover for the book. Give your book cover a new title.



### Annotations

Uses illustrations to make a prediction.

Knows the sounds represented by letters, for example 'ona' (owner).

Shows an understanding of concepts about print, for example title and illustrations used on the front cover of a text.

## Work sample: Prediction, listen and sequence – *Arthur*

*After Reading*

*Activity 2 - Listen to the story and sequence Arthur's daily activities.*

*Which animal did he pretend to be first? Which animal did he pretend to be next?*

1 He tried to be a rabbit.

2 He tried to be a rattle snake.

3 Next he tried to be a cat.

4 Then a girl took him home.

Word bank  
fish, rabbit, other animals.

### Annotations

Sequences four key events and uses connectives to link ideas, for example then, next.

Writes simple sentences.

Uses capital letters at the beginning of sentences and some fullstops at the end of sentences.

Writes high frequency words, for example 'to', 'be', 'then', 'next' and irregularly spelled words correctly, for example 'tried'.

### Annotation summary

This work sample demonstrates how the student has used print and visual cues to make a prediction about what the text is about. The student demonstrates understanding of concepts about print by designing a front cover of a text. The student has accurately recalled the main events of the text in correct sequence and attempts to link some events through connectives. The work sample also shows evidence of knowledge of sounds, and the purpose of punctuation.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.